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ABSTRACT

The paper defines the fundamental policy issues facing the Chicano Studies Program with respect to library services, outlines a general position which Chicano Studies can take in relation to those issues, and provides concrete suggestions for improving the library services now available to Chicano Studies through both the Chicano Studies Library and the campus library network. Findings include: the University of California's position is that library services are an important and integral part of the University's academic programs; a University of California Library Task Force advocates that high quality instruction and research can be maintained only with adequate financial support for high quality library services; no new academic program can be started unless library costs and resources are determined first; two basic models are available for the delivery of library services to Chicano studies--a decentralized and a centralized model; there is a need to increase communication and interaction between the Chicano Studies Program and the Chicano Studies Library if both are to develop into more effective units. Among the recommendations are that: a Chicano Studies Library Advisory Committee be established either concurrent with, or subsequent to, the work of the task force; all Chicano Studies instructors be required to submit to the Chicano Studies Library a textbook and reference book list for respective courses, which the Library will purchase on a first priority basis. (NQ)

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POLICY ISSUES AND RECOMMENDATIONS

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AN INVESTIGATION BY
RAYMOND V. PADILLA

SEPTEMBER, 1973

RC 010 515

SERVICIO PEDAGOGICO DE AZTLAN

P.O. BOX 4184, BERKELEY, CA. 94704

September 19, 1973

Myrtha Chabrán
Coordinator
Chicano Studies Program
University of California,
Berkeley

Dear Ms. Chabrán:

Enclosed please find a copy of the report, Providing Library Services for the Chicano Studies Program at the University of California, Berkeley: Policy Issues and Recommendations.

I hope that the report will receive wide circulation within the Chicano Studies Program and in those outside quarters that you may deem appropriate.

I especially hope that faculty and students will take an interest in the material presented here. As you can see from the Postscript at the end of the report, Chicano Studies has no time to waste.

Sincerely yours,

RAYMOND V. PADILLA

c: José Arce

El que no corre no alcanza . . .

PREFACE

Now that Chicano Studies is beginning its fifth year of operation, it is important that renewed efforts be made to strengthen the basic foundations upon which the program rests. If Chicano Studies is to merit the time and attention of serious and inquiring minds--and it should merit at least that--then it will be necessary to continuously improve and upgrade the most fundamental elements of the program. Hard earned lessons of the past must be utilized to construct future changes. Invention and innovation must remain foremost in the operations of Chicano Studies.

Any change or new development, however, must be well reasoned and well planned. Extemporaneous solutions to complex problems will hardly prove effective in the long run. Ad hoc arrangements hatched through the midwifery of confrontation or expendiency are surely not the definitive solution to the fundamental needs of Chicanos in and outside of higher education. El ser malhecho, whether through ignorance or design, can only work against the Chicano's struggle for renewed self-assertion.

This report contains specific recommendations for the consolidation and further development of the Chicano Studies Library. Although the library is only a part--but an important one--of the total Chicano Studies Program, study-

ing the library provides an excellent opportunity to make an important point: one approach to good reasoning and good planning is to examine an organization through its component parts. After achieving an understanding of the basic organizational components, then issues pertaining to the total organization can be discussed on a more empirical basis.

The findings of this investigation are clearly stated both in the summary and in the main body of the report. However, the over-all frame of reference for the investigation can be understood more properly by examining this report in the context of the general field investigation of Chicano Studies now in progress by the author. Reading this report in isolation, however, in no way affects the substance of the findings and recommendations presented here.

Methodologically, there can be no claim to definitive validity or reliability in the type of research presented in this report. Yet, the findings and recommendations of this investigation are far from arbitrary or conjectural. They are limited by three basic parameters: the internal logic of argumentation, the literature available on the subject, and the weight of informed opinion as it bears on the issues presented here.

The reader will have an opportunity to weigh the effects of these parameters in the present work. Logical consistency can be assessed through the narrative, the available literature is listed in the Reference section, and a diversity of

informed opinion is presented in the Appendix. The Postscript highlights the need for action on the substantive recommendations of this report.

CONTENTS

PREFACE i

SUMMARY OF FINDINGS AND RECOMMENDATIONS 1

POLICY STATEMENTS AND ISSUES 8

CURRENT OPERATIONS OF THE CHICANO STUDIES LIBRARY 28

REFERENCES AND RELATED DOCUMENTS 39

APPENDIX 43

A POSTSCRIPT 76

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Policy Statements and Issues

1. Finding: It is the position of the University of California that library services are an important and integral part of the University's academic programs.

RECOMMENDATION: Chicano Studies should adopt a similar position and declare in its official communications with the campus administration that library services for the Chicano Studies Program are an important and integral part of the Chicano Studies academic program.

2. Finding: A University of California Library Task Force advocated that high quality instruction and research can be maintained only with adequate financial support for high quality library services.

RECOMMENDATION: Chicano Studies should adopt a similar position and declare in its official communications with the campus administration that a high quality program of instruction and research in Chicano Studies can be achieved and maintained only with adequate financial support for library services for Chicano Studies.

3. Finding: It is the position of the University of California that no new academic program can be started unless library costs and resources are determined before

hand.

RECOMMENDATION: Chicano Studies should adopt the position that once a new academic program is started, the University of California must provide that program with the same high quality library services that are provided to other, longer established, programs.

4. Finding: Two basic models are available for the delivery of library services to Chicano Studies. The "decentralized model" would utilize the existent decentralized and dispersed campus library network. The "centralized model" would establish a centralized collection of Chicano Studies materials to be called the Chicano Studies Library.

RECOMMENDATION: Chicano Studies should recommend the centralized model as the most effective and economical way to provide high quality library services for the still developing Chicano Studies Program.

5. Finding: In general, the mission of the University of California libraries is threefold: (1) they support University instructional programs, (2) they support University research, and (3) they perform a public service function.

RECOMMENDATION: Chicano Studies should state that the proposed centralized Chicano Studies Library will have four principle objectives:
(1) it will support the Chicano Studies

instructional program

(2) it will support research in Chicano Studies, as well as other research activities of the Unisity

(3) it will perform a public service function

(4) it will be an archival depository for documents relating to the activities of Chicano Studies and other Chicano groups on campus.

6. Finding: In the current decentralized campus library network there are probably some materials relevant to the Chicano Studies Program. For Chicano Studies purposes, however, these materials are inadequately catalogued and have limited access.

RECOMMENDATION: Chicano Studies should state that the centralized Chicano Studies Library will:

(1) avoid unnecessary duplication with other campus libraries

(2) if adequately funded, undertake efforts to facilitate maximum use of Chicano Studies materials held by campus libraries

(3) if adequately funded, undertake efforts to coordinate the acquisition of Chicano Studies materials with other campus libraries, especially the Doe, Moffitt, and Bancroft Libraries

(4) if adequately funded, assume the prime responsibility for acquiring current Chicano Studies materials

(5) if adequately funded, establish priorities for the acquisition of retrospective materials in Chicano Studies.

7. Finding: There are two fundamental components to the collections of current University libraries. One component is the "core collection" which basically supports instructional programs. The second component is the "research collection." There is no strict demarcation between the two components.

RECOMMENDATION: Chicano Studies should state that the proposed centralized Chicano Studies Library must provide a high quality core collection and a high quality research collection.

8. Finding: A University of California Library Task Force has recommended certain priorities for library acquisitions in the University of California library system. One recommendation is that the University libraries give first priority to the acquisition of materials directly related to University instructional programs.

RECOMMENDATION: Although there is now a dire need for both instructional and research materials on Chicano Studies, limited funds may force the proposed centralized Chicano Studies Library to establish a selective acquisitions policy. Therefore, the Chicano Studies Program, together with the Chicano Studies Library, should set priorities for

the acquisition of Chicano Studies materials. If financial constraints require it, Chicano Studies should give the highest priority--at least for the present--to the acquisition of materials directly related to the instructional program of Chicano Studies.

Current Operations of the Chicano Studies Library

9. Finding: There is a need to increase communication and interaction between the Chicano Studies Program and the Chicano Studies Library if both are to develop into more effective units.

A. RECOMMENDATION: A Chicano Studies Library Task Force should be established. The task force should include Chicano Studies faculty, students, and library staff. It should also include appropriate faculty and library staff from the rest of the campus. The purpose of the task force would be to prepare, with specific dollar figures, a plan for the development of a centralized Chicano Studies Library.

B. RECOMMENDATION: A Chicano Studies Library Advisory Committee should be established either concurrent with, or subsequent to, the work of the task force. The advisory committee should include Chicano Studies faculty and students, as well as appropriate outside faculty and library staff. A primary func-

tion of the advisory committee would be to provide a means for continuous interaction between the Chicano Studies Program and the Chicano Studies Library.

C. RECOMMENDATION: All Chicano Studies instructors should be required to submit to the Chicano Studies Library a textbook and reference book list for their respective courses. In turn, the Chicano Studies Library will purchase these texts on a first priority basis.

D. RECOMMENDATION: Chicano Studies instructors should be required to submit to the Chicano Studies Library an extensive bibliographic list of important instructional materials in their respective subjects. A purchasing priority should be assigned to each item by the faculty. The Chicano Studies Library will purchase these materials as resources permit, carefully avoiding unnecessary duplication with other campus libraries.

10. Finding: There is a need to improve cooperation and coordination between the Chicano Studies Library and the other campus libraries.

RECOMMENDATION: Increased cooperation and coordination can be achieved by increasing the involvement of campus libraries in the development of the Chicano Studies Library. For example, a Coordinating Committee that would include the Chicano Studies Library and other campus libraries could deal with specific

issues and projects relevant to the Chicano Studies Library and the Chicano Studies Program.

11. Finding: Though much commendable progress has been made by the Chicano Studies Library during the last year, a number of actions could be taken to develop the library even further.

A. RECOMMENDATION: The Chicano Studies Library should keep an accurate account of its holdings, specifying the number of books, monographs, periodicals, items in microform, and peripheral material.

B. RECOMMENDATION: The Chicano Studies Library should keep accurate and detailed accounts of its revenues and expenditures. These accounts should include details on expenditures for acquisitions, personnel, and furniture and equipment.

C. RECOMMENDATION: The Chicano Studies Library should develop specific measures of library utilization. Possible accounting units are hours of operation, number of patrons, number of questions answered, number of books and other materials processed, etc.

D. RECOMMENDATION: The Chicano Studies Library should submit a quarterly, semi-annual, or annual report to the Coordinator of Chicano Studies describing library activities and operations. The report should include a summary of the kind of information indicated in recommendations 10A through 10C above.

POLICY STATEMENTS AND ISSUES

1. Library Services, Academic Programs, and Academic Planning. It is necessary to view library services for the Chicano Studies Program in the context of basic relationships between academic programs and library services. Otherwise there can be no persuasive argument for the creation of extensive library services or the expenditure of resources required for those services.

Fortunately, it is not necessary for Chicano Studies to re-define the basic relationships between library services and academic programs. Instead, Chicano Studies can utilize the basic concepts recently expressed on this subject by administrators of the University of California.

One such concept states that libraries reflect academic programs: "Each (University) library is a reflection of the role of its campus within the University and its academic programs." (03:1)

Not only is a library a reflection of academic programs, but it is an integral part of those academic programs:

> A library is all-important to research in the humanities and most social sciences; to cut library support there is the same as eliminating a scientist's laboratory or a clinic. (03:12)

Hence, library acquisitions are directly linked to academic program requirements: "Selection of material for our collections is intimately tied to development of our academic

programs." (D5:2) Similarly, " . . . all purchases (of library materials) are based on academic need, with priorities worked out among librarians and faculty members." (D3:10) As a result, library planning and academic planning go hand in hand: "Library planning is an integral part of academic planning." (D3:1)

These concepts, derived from extensive academic experience, are as applicable to Chicano Studies as they are to any other academic program in the University of California system. Hence, they should be adopted by Chicano Studies as fundamental working postulates for the development of library services for the program.

2. A Commitment to Quality. If academic programs require library services, then it follows that high quality academic programs require high quality library services. Similarly, if high quality library services are not available, then it is futile to expect high quality academic programs to be developed or maintained. A University of California Library Task Force has recognized this important point. It reported:

> The University of California is committed to instructional and research programs of the highest quality. Excellence of library collection is a concomitant part of that commitment. Both points are made frequently and authoritatively within the University in its many statements both written and oral, official and unofficial. (D1:9)

Chicano Studies should be committed to the development of a high quality instructional and research program. Indeed, Chicano Studies is required by the University and the Chicano community to develop such a program. Of course, a high qual-

ity academic program cannot be developed with inferior or mediocre library resources. Therefore, Chicano Studies must solicit and require from the campus administration strong support for high quality library services. Such support is most palpably demonstrated through adequate funding.

3. New Academic Programs and Library Services. The addition of new academic programs often involves an expansion of library services. Experienced University administrators have argued that,

> We need to add to our libraries as academic programs are started and as they grow--not only in medicine, law, graduate studies and other fields but in interdisciplinary fields that often lead to new fields such as biochemistry, microbiology, and environmental studies. (D3:3)

Presumably, Chicano Studies is subsumed under "other fields" in the quotation above. Nevertheless, there can be no doubt that Chicano Studies is a new and developing program in the University. As such, its need for expanded library resources is as great, or even greater, than the need of such prestige programs as medicine, law, biochemistry, microbiology, or environmental studies.

Because of recent budgetary constraints facing the University, the role of library services has taken a special significance. The University of California has reported that, "Library costs are among the prime considerations in determining whether a new program should be established." (D3:7) A corollary to this policy should be that once a program is authorized and established, the University must provide high

quality library services for that program. Neither the library needs of Chicano Studies nor the cost that would be incurred in meeting those needs have ever been clearly determined. In planning with the campus administration, Chicano Studies should insist that the library needs of the program must be met.

4. Two Models for Library Services. There are two basic approaches for modeling a program of library services for Chicano Studies. The basic performance criteria for each model are:

a. the availability of instructional and research materials

b. access to those materials

c. low cost of operation

The Decentralized Model. The principle assumption underlying this model is that library services can be provided for Chicano Studies by the existent decentralized campus library network. This network includes the Doe, Moffitt, and Bancroft Libraries. The entire network has some 41 branches. (D2:6) In 1969-1970 the total holdings of the Berkeley campus libraries amounted to 3,845,000 volumes. (D2:9)

A Case for the Decentralized Model. In skeletal form, a positive case for the decentralized model includes the following elements:

First, the existent decentralized library network probably holds items relevant to the Chicano Studies Program. Libraries such as Doe, Moffitt, Bancroft, Agriculture, and Education-

Psychology, among others, probably have acquired some Chicano Studies materials in the past. These materials, of course, could be made available to Chicano Studies for instruction and research.

Second, the current library network is operated by competent and well trained librarians who, in theory at least, should be able to provide library services for Chicano Studies just as they do for other academic programs.

Third, current fiscal constraints preclude the development of a Chicano Studies Library per se. Therefore, there is a need to make do with what we have now.

The Centralized Model. The basic assumption underlying this model is that library services for Chicano Studies can be provided most effectively and efficiently through a centralized Chicano Studies Library. By coordinating its activities with other campus libraries, the centralized Chicano Studies Library could minimize costs, yet still provide quality library services to the developing Chicano Studies Program.

A Case for the Centralized Model. In outline form, a positive case for the centralized model includes the following elements:

First, because of its developing character, Chicano Studies needs to work very closely with the library to develop an effective collection policy. Such cooperation and coordination can be achieved most effectively and efficiently with one centralized Chicano Studies Library, as opposed to a dozen or more separate libraries in the campus library network.

Second, a centralized Chicano Studies Library would eliminate unnecessary duplication in acquisitions. The decentralized network has a tendency to duplicate purchases. Unnecessary duplication can be avoided by assigning a specific collection responsibility to a specific unit. In this case, the proposed centralized Chicano Studies Library would be given the primary responsibility for the collection of Chicano materials.

Third, because of the newness of Chicano Studies as an academic field, many materials used in classrooms must be ordered on very short notice and processed promptly for student and faculty use. This requires what amounts to custom library services in terms of ordering, processing and access. A centralized Chicano Studies Library can perform these services effectively and at low cost. Recently the Chicano Studies Library demonstrated its capability in this area. The journal El Grito, a very important journal in contemporary Chicano Studies, reached the Chicano Studies Library early one morning. By twelve noon of the same day, the journal had been catalogued and shelved. Another example was provided by the Coordinator of the Chicano Studies Library. The Coordinator stated that it was not unusual for him to actually walk to a bookstore on campus to purchase a new book that was required for some Chicano Studies course. This kind of library support is needed by the Chicano Studies Program where published material is rapidly increasing in both quality and quantity.

Other Important Considerations. A discussion of the two models must include other factors than those described above. For example:

a. There has been no assessment of how much material relevant to Chicano Studies is actually available in the library network. Clearly, it does Chicano Studies little good to know that there may be 5,000 volumes of Chicano Studies materials in the University libraries but with no specific identification of, or access to, those volumes. A library collection is worthless unless it can be made easily available to users.

b. Moreover, it would be difficult to establish a sensible collection policy if Chicano Studies holdings in the library network are an unknown. Nor, under these conditions, can there be retrospective purchases on a priority basis. The latter, however, is apparently not a pressing issue for the Doe Library at this time. The library is simply not buying retrospective materials for Chicano Studies. Library purchases are limited to current titles (see the Appendix).

c. A third extremely important factor is the crisis mentality under which the campus library network now operates. Despairing librarians have been hard hit with budgetary cuts and demands for library reorganization (see D2 and D4). As a result, many library activities now reflect insecurity and uncertainty. New problems--including library services for Chicano Studies--facing the library network seem to be inter-

preted and often confounded with the library network's own inauspicious circumstances. Such an undifferentiated library outlook could lead to intended or unintended diversions away from providing library services for Chicano Studies. Some illustrations follow:

(1) We're interested but have no money. In this diversion the campus library network can express sympathy and interest in the library needs of Chicano Studies. However, when it comes to actual delivery of services, the library can simply say that there is no money. For example, during the last year a Chicano newspaper clipping service began operation. Chicano Studies wanted to subscribe to the service but the Chicano Studies Library did not have sufficient funds to meet the two hundred dollar per year expense. The clipping service representative was directed to the Doe Library where an acquisitions person was asked to subscribe to the clipping service. The acquisitions representative stated that it would be nice to have the clipping service but that there was no money available to pay for the subscription. The acquisitions person suggested that the General Reference Section of the Doe Library might subscribe. When the General Reference Section was approached, the representative there suggested that such a newspaper clipping service might be most profitably utilized by the Moffitt Library and that Bancroft might also be interested. However, if Bancroft were to subscribe, the Doe Library would not duplicate the subscription. As it turned out, Moffitt was interested but stated that there were no

funds available. It was Bancroft that finally purchased a subscription. This outcome, however, was not very satisfactory for Chicano Studies, since Bancroft poses rather severe limitations for undergraduate and instructional use (see the Appendix). In the eyes of many Chicano Studies personnel, this episode reduced the credibility of the decentralized library network to deliver quality library services to Chicano Studies.

(2) Cooptation. If new funds were to be budgeted through the library network for an increase in Chicano Studies library services, there is always the possibility that such increased funds might not result in increased library services for Chicano Studies. A diversionary mechanism could work as follows:

Under the current library reorganization efforts, there is a shift of emphasis from acquisitions to services. This kind of internal shift is often difficult to accomplish for any organization because it involves personnel dislocation and relocation. In the library's case, Chicano Studies library services could serve as a basis for relocating General Library personnel. Such relocation, however, would not necessarily result in increased or improved library services for Chicano Studies, especially if the library network simply shifts people already under its employment into the service area for Chicano Studies. These people are generally not Chicanos and have little or no training in Chicano Studies. In general, it is probably more desirable for Chicano Studies to supply personnel trained in Chicano Studies to fill any new positions in the library net-

work. It is probably even more desirable to train Chicano Studies personnel in library science within a Chicano Studies Library. (See also the Postscript.)

(3) The Library Network's Current Inability to Expand. Since the library network recently has been working from stable or contracting budgets, it is not feasible for the network to initiate any expansion programs, regardless of how modest in scope they might be. But Chicano Studies requires an expansion in library services in order to meet adequately the needs of the program. One way to avoid this dilemma is to centralize the Chicano Studies Library and separate it from the manifold problems now facing the library network. Of course, such separation need not, and should not, preclude cooperation and coordination between the campus library network and the Chicano Studies Library.

'd. A fourth factor is economic in nature. Consider, for example, a University decision to invest, say, two hundred thousand dollars in additional library services for Chicano Studies. Which model would deliver the greatest return on this investment? There is probably no definitive answer to this question from the available data. However, several observations can be made. First, the sum of two hundred thousand dollars--or some other modest amount--is not a very significant investment if added to the multi-million dollar campus library budget. Such a nominal investment probably would not drastically affect the over-all campus library operation. Indeed, there might be a tendency to use the investment funds not only to

increase library services for Chicano Studies, but to underwrite the entire library operation as well. In the latter case, the two hundred thousand dollar investment would actually be diluted with respect to Chicano Studies library services. Additionally, the operating cost of campus libraries is quite high. One informant at the Bancroft Library remarked that it costs that library $40.00 to put a book on the shelf, not counting the actual purchase price of the book. (See the Appendix.) A small, centralized Chicano Studies Library might well process the same item at greatly reduced cost. Such cost reduction can be achieved through the use of work-study and NYC (Neighborhood Youth Corps) personnel.

By contrast, a modest investment--say the same two hundred thousand dollars--in a centralized Chicano Studies Library could produce startling changes in the library services available to Chicano Studies, as well as to those researchers on and off campus engaged in Chicano research. By maintaining personnel costs down, such a library could achieve a higher ratio of book purchases to personnel costs. In addition, efficient book processing (small backlogs, low personnel costs) would promote increased availability of library materials for students and faculty. The latter should help increase faculty productivity by cutting down on bibliographic searches in the library network.

e. A fifth factor is the cataloguing system in current use by the decentralized campus library network. The library network basically uses the Library of Congress cataloguing

system, although some libraries have introduced modifications. A serious difficulty with the Library of Congress system, however, is that it does not adequately differentiate between various subjects in Chicano Studies--for example, between Chicano history, sociology, philosophy, literature, etc. In fact, the Library of Congress does not even recognize Chicano as a subject heading. Hence, it is nearly impossible to classify Chicano Studies materials with an unmodified Library of Congress cataloguing system and still provide users with easy and systematic access to the collection.

Moreover, given the current fiscal limitations facing the campus library network, campus libraries appear to rely increasingly on the Library of Congress system. But, as far as Chicano Studies is concerned, the need is clearly to modify that system. Obviously, the campus library network is unlikely to modify its cataloguing system simply to meet the needs of Chicano Studies. On the other hand, a centralized Chicano Studies Library could readily introduce the necessary modifications to meet the specific requirements of Chicano Studies. Other libraries, for example Bancroft, have performed similar modifications to fit their needs. [See the Appendix.] One of the significant accomplishments of Chicano Studies dur- the last year has been that the Chicano Studies Library developed a cataloguing system for Chicano Studies based on a modified Library of Congress system. The Chicano Studies Library now has the capability to catalogue enormous amounts of material in a way that will be useful to Chicano Studies.

f. Finally, to speak of increased library services for Chicano Studies is to speak also of developing a staff to deliver those services. The choice is clear cut: either train professional librarians to have substantive knowledge of Chicano Studies or train Chicano Studies personnel to have substantive knowledge of library science. From a strictly technical viewpoint, it may be easier to train Chicano Studies personnel in library techniques than to educate librarians to the subtleties of an evolving Chicano Studies perspective. On another dimension, there is a great need for an affirmative program to train Chicano Studies librarians. Such a training program must necessarily involve the library network and/or the School of Library Science. However, the fundamental support and direction for such a program must come from a centralized Chicano Studies Library and the Chicano Studies Program.

Two Variants of the Models. There are two variants of the models discussed above. Neither one of the variants, however, seems to fit the needs of Chicano Studies.

A variant of the decentralized model calls for a Bibliographic Center. The Bibliographic Center would have as a base the existent campus library network. The various libraries would continue to collect Chicano Studies materials in a decentralized manner. The function of the Bibliographic Center would be to bring under one roof a bibliographic service to the Chicano Studies Program. The Bibliographic Center would prepare lists for Chicano Studies about the relevant holdings in the campus network. It would also produce up-to-date re-

ports on current acquisitions by the library network.

A basic weakness of this model is that access to library materials would not be improved. Another weakness is that the cost would probably be fairly high, even if automation were employed. Additionally, the money invested in such a bibliographic project might be more fruitfully invested to expand current or retrospective acquisitions. This model does not address the problem of assigning numerous libraries overlapping responsibility for collection of material on Chicano Studies. Nor does this model address the problem of the inadequacy of the Library of Congress cataloguing system, at least as it relates to Chicano Studies.

What this model does provide is an opportunity to assess the relevant holdings in the current library network. Certainly this task must be accomplished in the long run, regardless of the model used. However, accomplishing this task in itself is not sufficient to meet the library needs of Chicano Studies. Such an assessment could just as well become one of the missions of the centralized Chicano Studies Library.

A variant of the centralized model calls for an ethnic studies library to house a collection of materials relevant to all four ethnic studies programs. In most respects, the rationale for this model coincides with the rationale for a centralized Chicano Studies Library. However, a centralized ethnic studies library poses some extreme difficulties, not the least of which is the inability of the four ethnic studies

programs to function as an Ethnic Studies Department. Given the lack of administrative cohesiveness of the nominal Ethnic Studies Department, it is somewhat optimistic to expect an ethnic studies library to function smoothly and effectively. As ethnic studies now functions--and as it may function for the foreseeable future--the best that can be expected is cooperation and coordination between the various programs. To insist on ethnic studies amalgamation at this time is to program ethnic studies for failure. The previous efforts to establish an ethnic studies library clearly make this point. (See the list of Reference Documents.)

5. Mission of the Centralized Chicano Studies Library. The mission of the proposed centralized Chicano Studies Library must be stated clearly to all parties concerned. The basic mission can be defined within the same parameters that define the general purposes and functions of the University library network. Those purposes and functions have been identified as follows:

a. to promote excellence in University education and research programs

b. to help attract students and draw and retain faculty

c. to stimulate research and serve as a breeding ground for research contributions

d. to draw gifts and endowments to supplement regular institutional support

e. to support teaching and research activities of the academic community in which the libraries exist, and

meet the needs of scholars, scientists, and students of other academic centers

f. to provide services to business, industry, government and the entire community, and thus serve as a public resource

In summary, University of California libraries can be said to: (1) support University instructional programs, (2) support University research, and (3) perform a public service function. Hence, the University library system is a public resource for California and the nation.

In general, the centralized Chicano Studies Library should have purposes and functions along the same lines as other University libraries. At a minimum, the principle objectives of the Chicano Studies Library should include:

a. support for the Chicano Studies instructional program

b. support for research in Chicano Studies as well as other related areas of University research

c. perform a public service function by serving the larger academic and non-academic community

d. become an archival depository for documents relating to the Chicano Studies Program or other Chicano activities on the Berkeley campus

In many ways, the Chicano Studies Library is already performing some of these functions. For example, the library receives numerous outside inquiries for materials and services. Users come from the entire San Francisco Bay Area, and even from as far south as Los Angeles and San Diego. Letters of inquiry

come from the entire Southwest.

6. General Collection Policy. There are several basic collection tasks which the centralized Chicano Studies Library must accomplish and some fundamental principles it must establish. As already noted, a basic advantage of the centralized Chicano Studies Library is that unnecessary duplication can be minimized. Undoubtedly, relevant Chicano Studies materials are available at the various branches of the library network. Therefore, it should become a standard policy of the Chicano Studies Library to avoid unnecessary duplication of those materials. As a second principle, the Chicano Studies Library should promote maximum utilization of existent materials.

To apply these principles effectively, it will be necessary for the Chicano Studies Library to undertake the following tasks:

a. coordinate acquisitions with the campus libraries, especially with the Doe, Moffitt, and Bancroft Libraries

b. assume the prime responsibility for the acquisition of current titles in Chicano Studies

c. establish priorities for the acquisition of retrospective materials

The last task implies that the Chicano Studies Library will be in the forefront of any project to assess the current relevant holdings in the library network. To carry out these tasks and policies, the Chicano Studies Library will require adequate resources from the campus administration. It will also require

support from the Chicano Studies Program and the campus library network. Support in the form of gifts and grants should also be sought from off campus sources.

7. The Core and Research Collections. University collections can be conceptualized as generally falling into two overlapping categories: (a) a core collection, and (b) a research collection. A core collection supports instructional programs and can be characterized by the more-or-less limited depth and scope of its holdings. Generally, the cost of acquiring and maintaining a core collection is relatively modest. While no one has yet defined a core collection for a Chicano Studies baccalaureate program, the concept might be fruitfully explored by the Chicano Studies Library together with the Chicano Studies faculty and students. Arriving at a definition or description of such a Chicano Studies core collection might well be an invaluable service for the Berkeley Chicano Studies Program, other Chicano Studies in the University of California, and similar programs in the State Colleges and Universities. Community colleges would also profit.

The Chicano Studies Library should be committed to the acquisition of a Chicano Studies core collection. Such a collection must be established as quickly as possible. This action will insure firm library support for the Chicano Studies baccalaureate program.

A research collection has characteristically broader scope and greater depth than a core collection. Hence, the

cost of developing and maintaining a research collection can be substantial. A high quality research collection, however, is indispensible for the support of graduate instructional programs and for faculty research. For the Chicano Studies Program, a strong research collection is even more critical, since some faculty members are still completing their professional training. As new faculty, they also must engage in considerable research activity if they are to compete successfully with other faculties on the campus. Thus, a strong research collection in Chicano Studies would contribute both to the development of the Chicano Studies faculty and to the development of the Chicano Studies Program. Moreover, a quality research collection could help to attract recognized Chicano scholars, researchers and activists to the campus.

From a more general perspective, the Berkeley campus of the University of California is an ideal location for the full development of a high quality Chicano Studies research collection. By statute [Donahoe Act of 1961], the University of California is the prime research agent for the State and people of California within the State's system of higher education. In the University of California system, the Berkeley campus has both a long tradition and a strong reputation for quality research. In general, it also maintains the library resources to match that tradition and reputation. The Berkeley campus should not drop its research lead or diminish its research reputation by falling behind in the im-

portant area of Chicano Studies. California, perhaps more than any other state, encompasses many ethnic groups. It would be less than progressive or farsighted for the University of California to take a back seat in ethnic studies. The centralized Chicano Studies Library must provide the impetus necessary for the development of high quality core and research collections in Chicano Studies.

B. Collection Priorities. Because resources are by no means unlimited, the centralized Chicano Studies Library should establish acquisitions priorities to promote efficient use of resources. The establishment of acquisitions priorities has been recognized by a University Library Task Force which recommended that University libraries give first priority to the acquisition of materials directly related to the University's instructional programs. (01:10) This appears to be a sound recommendation, and the Chicano Studies Library should adopt a similar priority for its acquisitions. Of course, it must be recognized that as a young and developing library, the Chicano Studies Library will still require proportionately higher expenditures than established libraries. Similarly, there is now a great need for both instructional and research materials in Chicano Studies. This need mandates a generous investment of resources. Nevertheless, if fiscal constraints require it, the Chicano Studies Library should give highest priority, at least for the present, to the acquisition of materials directly related to the instructional program of Chicano Studies.

CURRENT OPERATIONS OF THE CHICANO STUDIES LIBRARY

A basic purpose of this investigation is to define the fundamental policy issues facing the Chicano Studies Program with respect to library services. Once the important issues are defined, a second purpose is to outline a general position which Chicano Studies can take in relation to those issues. The previous section has delt with this aspect of the investigation by suggesting various policy alternatives for Chicano Studies.

Another important purpose of this investigation is to provide concrete suggestions for improving the library services now available to Chicano Studies through both the Chicano Studies Library and the campus library network. This section is devoted to suggestions of an operational character. To be consistent with the recommendations in the previous section, the discussion here is oriented mainly toward strengthening the operation of the centralized Chicano Studies Library. Clearly, this discussion treats only selected aspects of the library's operation.

9. Relations Between the Chicano Studies Program and the Chicano Studies Library. As previously stated, the strongest justification for developing a Chicano Studies Library is the need for library services by the Chicano Studies Program. Similarly, it bears repeating that Chicano Studies cannot develop into a high quality program without strong library

support. The continuous efforts of Chicano Studies to develop a quality Chicano Studies Library indicates that Chicanos in the program have a basic understanding of these relationships. In general, this basic understanding also seems to be shared by the rest of the University community.

Yet, University support for Chicano Studies library services has been somewhat diffused. There is now a need for the University to strengthen Chicano Studies by supporting the Chicano Studies Library actively and concertedly.

The Chicano Studies Program itself must give even greater impetus than it has done in the past to the development of the Chicano Studies Library. These statements are not intended to belittle the vast library improvements that have been made in the past year. They merely suggest that there is much room for improvement. For example, it is vital that the Chicano Studies faculty (and students) assume a leadership role in working together with the Chicano Studies Library staff to create a comprehensive development plan for the Chicano Studies Library. Certainly this important task cannot be left to informal participation. Instead, Chicano Studies faculty (and students) must accept the formal responsibility to provide direction for the Chicano Studies Library. Such responsibility is discharged most effectively through organizational mechanisms that insure faculty and student involvement.

a. A Chicano Studies Library Task Force. Participation by faculty and students of Chicano Studies in comprehensive library planning has two principle objectives. One objective is

to assist the current Chicano Studies Library in delivering high quality library services to Chicano Studies and other users of the library who are outside of the program. The second objective is to prepare a negotiable plan for a centralized Chicano Studies Library that can be presented to the campus administration.

Faculty and student participation can be coordinated most effectively through a Chicano Studies Library Task Force. The charge to the task force would be to design a general development plan for the Chicano Studies Library. Some basic policy considerations that might be included in such a development plan have already been outlined in the previous section. However, a negotiable library plan also must include a number of details to which specific cost figures can be appended. Additionally, the plan must take into account the current operations and the general capabilities of the present Chicano Studies Library.

A Chicano Studies Library development plan should include at least the following components:

(1) a three to five year development schedule

(2) a description of the scope and depth of the core and research collections

(3) a staffing plan for operating the library

(4) a description of furniture and equipment requirements

(5) a description of space requirements

(6) funding requirements

(7) a list of funding sources with estimates of potential

contributions from each source

So far, the Chicano Studies Library has operated on a yearly basis, and given limited attention to long range planning. The creation of a Chicano Studies Library Task Force should help to create a more stable and normalized library operation.

Since the mission of the task force will be very important, some attention must be given to its composition. Certainly the task force should include Chicano Studies faculty. It is also important to include Chicano Studies students. Appropriate library personnel and faculty from the rest of the campus would be important additions. Consultants should be hired, if necessary. The task force should report directly to the Coordinator of Chicano Studies.

b. A Chicano Studies Library Advisory Committee. The task force will complete its mission when it submits to the Coordinator a three to five year library development plan. However, it is also desirable for the Chicano Studies Program and the Chicano Studies Library to have some formal mechanism through which there can be continuous communication and interaction. Such a mechanism could take the form of a Chicano Studies Library Advisory Committee to be organized either concurrent with, or subsequent to, the work of the task force.

One basic function of the advisory committee would be to provide continuous Chicano Studies input into the operation of the Chicano Studies Library. Such input is especially important in library policy formulation to insure that both the Chicano Studies Program and the Chicano Studies Library

subscribe to the same general goals. A more specific function of the advisory committee would be to assist the library in developing collection policies and priorities.

The composition of the advisory committee is important. Membership should include Chicano Studies faculty and students, with the Coordinator of Chicano Studies acting as an ex officio member. Appropriate faculty and library personnel from the rest of the campus should have a role in the advisory committee. Through the latter, the advisory committee could provide a means for two-way communication between Chicano Studies and the rest of the campus.

c. Textbook and Reserve Book Lists. More direct and immediate involvement with the Chicano Studies Library should be required of the Chicano Studies faculty. For example, each instructor should submit to the library a textbook and reserve book list for every course taught by that instructor. In turn, the library can purchase the texts on a priority basis. Systematic procedures should be developed by Chicano Studies and the library to handle these textbook lists. Once regularized procedures are established, submission of textbook lists should be a departmental requirement.

Both the students and the program would benefit from this activity. In the past, Chicano Studies materials often have been difficult to obtain by students and even libraries. Although this situation has been improving constantly, much Chicano Studies material is available only on short notice. It is therefore doubly important for the Chicano Studies Program to

institute some effective procedure for collecting instructional materials. The Chicano Studies Library should be an active agent in accomplishing this important task. However, if the task is to be accomplished effectively, the Chicano Studies faculty must work closely with the library to establish mutually acceptable policies and procedures. The proposed Chicano Studies Library Advisory Committee could foster cooperation between all parties.

d. Subject Area Bibliographies. It should be a prime responsibility of the Chicano Studies faculty, together with the Chicano Studies Library, to develop a respectable library collection covering all of the subjects offered by the Chicano Studies Program. Instructors are selected mainly for their expertise in specific subject areas of Chicano Studies. Hence, it follows that each instructor is expected to have expert command of the professional literature relevant to his/her speciality. Instructors communicate their knowledge to students through formal course work. But they can also communicate their knowledge by selecting comprehensive readings that can be made available to students through the Chicano Studies Library. To promote and systematize this kind of instructional activity, the Chicano Studies faculty should be required to submit extensive bibliographic listings in their subject speciality. Such listings should contain brief annotations on the nature and value of the works listed. Also, the faculty should assign to each item a purchasing priority so that the library --with presumed limited resources--can make acquisitions most

effectively.

Since, realistically, resources for the Chicano Studies Library will probably be limited, it will be important for the library to avoid unnecessary duplication with other campus libraries. Works recommended by Chicano Studies faculty which are readily available through the campus library network could be searched and then cross referenced in the Chicano Studies Library. A cross reference card in the Chicano Studies Library catalogue could indicate the call number and location(s) of any particular work available elsewhere in the library network. This procedure will insure that important items are available to Chicano Studies but at minimum cost. Bibliographic searches of this kind might also be one tentative way to assess on a "need to use" basis the relevant Chicano Studies holdings in campus libraries. Under the latter function, specific funding provisions should be made for bibliographic searches.

10. Relations Between the Chicano Studies Library and the Campus Library Network. Communication, cooperation, and coordination should be the catchwords defining the relations between the Chicano Studies Library and the campus library network. In the past, the Chicano Studies Library has enjoyed some periods of close contact with campus libraries, especially the Doe Library. However, much more could and should be done in this area. Previous contacts appear to have fallen short of establishing strong and permanent bonds between the Chicano Studies Program and the vast library network on campus. More coordination is certainly in order, especially with such libraries

as Doe, Moffitt, Bancroft, Education-Psychology, Graduate Social Science, Music, and Anthropology, to name some examples. Mechanisms to foster such coordination have already been suggested in the form of the Chicano Studies Library Task Force, the Chicano Studies Library Advisory Committee, and bibliographic searches. In addition, it may be desirable to establish a Coordinating Committee specifically involving the Chicano Studies Library and representatives from other campus libraries. Basic collection policies could be negotiated through such a committee. The committee could also explore ways to assess the relevant Chicano Studies holdings in the campus libraries. Given the current tight budgets of most campus libraries, some of them might be interested in working with Chicano Studies to attract outside funds for library projects supportive of Chicano Studies. These kinds of activities could be monitored and negotiated through the Coordinating Committee.

Whatever else is done, the level of communication between the Chicano Studies Library and other campus libraries must be increased if the Chicano Studies Program is to benefit from the tremendous library resources of the Berkeley campus. Communication, however, must be two-way if the campus libraries are also to be strengthened by the presence of the Chicano Studies Program and the Chicano Studies Library.

11. Chicano Studies Library Records and Reports. There can be no doubt that during the past year the Chicano Studies Library has made significant advances in providing high quality

library services for Chicano Studies. Systematic organization of library activities, increased acquisitions, development of a modified Library of Congress cataloguing system, longer hours of operation, and increased service to users are but a few key areas where the Chicano Studies Library has made important progress. Much of this progress, however, has not been recognized or acknowledged by many patrons, administrators, or other relevant parties both within and outside of Chicano Studies. Hence, it is very important that the Chicano Studies Library institute a number of practices which will lead to improved understanding of library operations. The suggestions which follow call for generating information that can be useful to planners and administrators. Some of the recommendations made here may have already been instituted in whole or in part by the Chicano Studies Library. Their inclusion here serves to complete an outline of the library's reporting and accounting requirements.

a. Record of Holdings. It is important for the Chicano Studies Library to have some reliable estimate of its holdings. A simple but reliable accounting system must be devised by the library to account for the number of books, monographs, newspapers, journals, microform materials, etc. in the library collection. Once an accounting system is established, it should be relatively easy to generate information on library holdings.

b. Fiscal Records. The Chicano Studies Library should maintain detailed accounts of library revenues and expenditures. These accounts should permit summary reports on expenditures

for acquisitions, personnel, and furniture and equipment. Within acquisitions, there should be details on expenditures for monographs, periodicals, peripheral literature, items in microform, etc. Maintenance of such fiscal records could be integrated with the over-all accounting procedures of the Chicano Studies Program.

c. Records of Library Use. It is extremely important for the Chicano Studies Library to gather information on library use. Rational fiscal decisions can be made only if there are specific and fairly reliable measures of library utilization. Of course, measures of utilization seldom operate with high levels of precision or low levels of distortion. Nevertheless, there must be some reasonable performance criteria to guide administrators in deciding the appropriate level of library funding.

Since the Chicano Studies Library collection does not circulate, circulation statistics would have no meaning as performance criteria. However, a number of other indicators of utilization can be employed. For example:

(1) hours of library operation

(2) number of patrons using the library

(3) number of questions answered by the library staff

(4) number of query letters received

(5) number of query calls received

(6) quantity of books, periodicals, and peripheral materials processed and shelved

(7) number of bibliographic searches

(8) number and kind of projects jointly undertaken with other libraries or with regular classes

Taken as a whole, these indicators could form a fairly useful index of library utilization and productivity. Fiscal decisions made on the basis of such an index should be considerably more effective than decisions based on vague criteria or sheer ignorance and conjecture.

d. Reports. The types of records suggested in items "a" through "c" above should form the basis for summary reports by the Coordinator of the Chicano Studies Library to the Coordinator and faculty of the Chicano Studies Program. Such reports could be made on a quarterly, semi-annual, or annual basis. These reports would serve as the factual basis upon which funding decisions and library policy could be made. Hence, the reports ought to be prepared with care and thoroughness.

REFERENCES AND RELATED DOCUMENTS

All documents listed here can be found in the Chicano Studies Library. The following numbered documents are cited in the text by number and page.

DOCUMENT NUMBER

1. "Draft Report of the Library Task Force." University of California Library Task Force. Robert O. Collins, Chairman. December, 1972.
2. "The Management and Operation of the University of California. The Library System of the University of California. The Development of the Library Collection (Volume I, Part I)." California State Department of Finance, Audit Division. February, 1972.
3. "University of California Response to Management Audit Report Volume I, Part I: The Development of the Library Collection." University of California, 1972.
4. "The Management and Operations of the University of California. The Library System of the University of California. Library Operations (Volume I, Part II)." California State Department of Finance, Audits Division. February, 1972.
5. "University of California Response to Management Audit Report Volume I, Part II: Library Operations."

University of California, 1972.

Additional documents related to Chicano Studies library services follow in chronological order:

1970 Form letter by Dr. Andrew Billingsley soliciting bibliographic materials.

This form letter was widely distributed throughout the country in the spring of 1970. File copies show some of the places where this form was sent.

N.D. (1970?) "A Proposal for a 10,000 Volume Ethnic Studies Library."

Appears to be a part of a larger budget proposal. Probably dates from 1970. Attempts to provide a rationale for establishing an Ethnic Studies Library as a branch library of the Berkeley General Library. The proposal was favorably received by the General Library and the campus administration.

1970 Memo from Noel Peatti to Jacinto Chaves. "Mexican and Chicano Materials in the University Library." February 17.

Peatti notes that there is no available collection description on Chicano materials. Talks about materials on Mexico.

1970 Memo from University Librarian James Skipper to Vice Chancellor Connick. "Library Support for the Ethnic Studies Department." August 17.

Skipper supports establishing an Ethnic Studies Library as a branch of the General Library. Includes budget figures for a three year period.

1971 "Guide to Ethnic Studies Materials." Library Orientation Leaflet Number 14, University of California, Berkeley.

Describes library branches and catalogues. Includes about half a dozen citations on Chicano bibliographies.

1972 Memo from the Ethnic Studies Library Committee to the Ethnic Studies Executive Council. "Library Report--Status." January 13.

Report on efforts to establish an Ethnic Studies Library. Notes that on two occasions funding totaling $70,000 ($20,000 in one case, $50,000 in the second) was provided to Ethnic Studies for a library. Apparently, internal disorganization prevented utilization of these funds.

1972 Arnulfo D. Trejo. "A Mexican American Information Network (MAIN)."

Proposal for a multi-university bibliographic operation rejected by the Berkeley Head Librarian.

1972 John Gonzalez. Press Release to the Daily Californian. May 29.

Request for help from any interested person who wants to assist the Chicano Studies Library in developing a cataloguing system.

N.D. (1972?) "What's Been Happening in the Chicano Studies Library."

Manuscript, apparently by Lucha Hernandez, which briefly reviews library activities.

N.D. (1972) Letter from Joseph Cardona to the Chicano Studies Library.

Request for a short article on the library for publication in the MECHA journal.

1972 Jose Arce. "A Proposal for Fund Allocation to Chicano Studies Library."

Gross budget figures for a yearly operation.

N.D. (1972) Jose Arce. "Chicano Studies Library."

One page summary which reviews major events in the history of the Chicano Studies Library.

1972 Memo from Mr. M. Namenwirth to Mr. R. Dougherty.

"Chicano Studies." September.

Summarizes agreements and relations worked out between the Chicano Studies Library and the campus libraries. Assigns to the Chicano Studies Library the collection of peripheral materials.

1973 Letter from John N. McCombs to Bertha Zaragoza.

February 27.

Response by McCombs to Chicano Studies cancellation of a newspaper clipping service provided by Allen's Press Clipping Bureau.

1973 Eduardo Alazraqui. "Selection Suggestions for Chicano Library."

A class project which resulted in a potpourri of suggestions.

1973 Eduardo Alazraqui. "Library Policy Statements."

Class project that attempted a tentative statement of Chicano Studies Library policy.

APPENDIX CONTENTS

MEETING WITH JOSÉ ARCE 44

MEETING WITH RICHARD DOUGHERTY 45

MEETING WITH JOSÉ ARCE 50

MEETING WITH SUSANA HINOJOSA 52

MEETING WITH JOSÉ ARCE 54

MEETING WITH ROBERT H. BECKER 57

MEETING WITH SOLOMON BEHAR 62

TELEPHONE CONVERSATION WITH SHEILA DOWD 67

MEETING WITH RICHARD BRIDGMAN 70

MEETING WITH RODERICK PARK AND EDWARD FEDER 73

APPENDIX

This appendix contains selected field notes on a number of meetings which occurred during the investigation. The meetings consisted of interviews with personnel in and outside of Chicano Studies. This section is added to the report to permit the reader a glimpse at the general environment within which the Chicano Studies Library now operates. It is hoped that these notes also will help to clarify some of the points made in the report itself.

July 10, 1973

Meeting with José Arce

Coordinator, Chicano Studies Library

Notes

Had a rambling discussion covering many aspects of the Chicano Studies Library, including collection policy, faculty role, library utilization, funding, library administration, staffing, relations with other libraries, etc.

The library has a small "Art Center Collection" housed in the Chicano Art Center.

Currently, there is not much correspondence or interaction with other Chicano Libraries off campus. There has been some cooperation with Nellie Fernandez who is with the Union City Public Library. Susana made a list of Chicano Studies

Libraries in the area.

There is an unofficial collection agreement between the Chicano Studies Library and the other campus libraries. The Chicano Studies Library is to collect peripheral materials.

Arce would like to see adequate accounting procedures for the library. This year is the first time that the library accounts for its book purchases through Bertha Zaragoza. Arce would also like to see a system of internal accounting to provide running estimates of library purchases. Nobody has ever calculated over-all library expenditures or how those expenditures are subdivided. Arce would like to develop a simple but reliable accounting procedure.

The Chicano Studies collection ceased to circulate a couple of years ago when it was discovered that a third of the collection had disappeared.

Arce says that he has difficulty getting funds for secretarial/clerical help.

****

July 18, 1973

Meeting with Richard Dougherty

University Librarian, Berkeley

Notes

Interviewer: "Have there been any discussions with you or your staff concerning the library needs of the Chicano Studies Program?"

R.D.: (José approached Dougherty. It was last fall and concerned obtaining library catalog cards. There are plenty of materials on Chicanos in the various libraries. Gener-

ally, such materials are catalogued by topic. Susana Hinojosa was hired by Moffitt.] "My understanding is that Susana Hinojosa would be the liason between Chicano Studies and the [Moffitt] library. Chicano Studies library services should come out of Moffitt."

Interviewer: "Why?"

R.D.: "Because Chicano Studies is an undergraduate program. We have also set up a liason contact in the Doe Library. I can't remember who it is right now. I think that it is Micha Namenwirth. Two or three of our people have been out to see the Chicano Studies Library."

Interviewer: "What specific efforts has the [General] library undertaken to assist in making available relevant materials to the Chicano Studies Program?"

R.D.: "We use the same techniques for Chicano Studies as for Art History classes, etc. This library has its collection split and there is nothing that we can do about that. [Talks about budget cuts, limited resources, etc.] We can't reorganize [because of budget cuts] our collection. The only thing we can do is to assign a liason person to deal with collection for each program area. I think that Sol Behar was also to function as a liason with the Chicano Studies Library."

Interviewer: "Have you compiled any bibliographic aids?"

R.D.: "No. Except the library catalogue. There are probably thousands of items on Chicano Studies [in the library]. We just don't have the money to do this [bibliographic compilation]. We probably have millions of manuscripts in the Bancroft Library that haven't been organized and they are probably relevant to Chicano Studies. [Explained that one person alone couldn't do the job, even if working full-time.] There is a need for a corps of people to bring such a [bibliographic] project together. One person is not sufficient. There are many Chicano Studies materials that are not in the catalogue."

Interviewer: "Do you place a high priority on acquiring Chicano Studies materials?"

R.D.: "We don't need to put such a priority. We are already getting the stuff. We have money in the budget for ethnic studies collection."

Interviewer: "How do you know what to collect?"

R.D.: "I don't know. Our liasons should know better. [Discussion of how various programs meet with the library

to request services but then there is no follow through.) We would welcome input from Chicano Studies on priorities for collections. (Dougherty also wanted suggestions for better contacts with Chicano Studies.)

(The library should not be in the business of setting priorities for collections, RD suggested. That should come from the academic planners and the faculty.) "We have not been brought into the academic planning process."

Interviewer: "Are there any specific efforts planned for the future?"

R.D.: "The library has been trying to develop in a broad context in its collection development. We can develop collection priorities only in the context of program development and program needs."

Interviewer: "Does the library have a specific policy concerning the Ethnic Studies Department?"

R.D.: "If there were any demands by Black Studies, it happened before I arrived."

Interviewer: "Does the library have a specific policy concerning the Chicano Studies Library?"

R.D.: "As far as Chicano Studies is concerned, that depends on the discussions we had with Susana (Hinojosa) and José (Arce). I'm willing to pursue it further." (The meetings were useful. There was no plan to set up a Chicano Studies Library. As far as the General Library is concerned, the Chicano Studies Library doesn't even exist, at least officially.)

Interviewer: "Has the (General) library investigated or evaluated the library needs of the Chicano Studies Program?"

R.D.: "That's the kind of thing I would hope that Susan would accomplish."

Interviewer: "Does she have that charge?"

R.D.: "No. Maybe we should meet with her and give her that charge. We don't evaluate the library needs for any program. (Discussion of strategies used to initiate new programs on campus. The reason no library evaluations are made is because no new programs would be approved if the library could not support them. Therefore, the tactic often followed is to set up the department or program and then demand library resources.)

(There is the possibility that materials relevant to Chicano Studies could be listed as they come into the library.) "A lot depends on the initiative of the Department. (That is, what the library will do depends on what the Department wants and asks for.)

"Right now the chances for establishing a branch library are zero. In a sense, the Chicano Studies Library doesn't exist. That's the way to do it. (Dougherty suggested that there are two basic weaknesses in setting up a library in this manner. First, they are not funded properly. Second, they do not have a basis for permanency.) We do order for departmental libraries. In this respect, we act as a purchasing agent. Or you (Chicano Studies) could use the University purchasing office."

Interviewer: "What are the policies and regulations for establishing and operating branch or departmental libraries and special collections?"

R.D.: (Thought that there were no particular rules for developing departmental libraries. Each department did its own thing. These libraries were not even accounted for by the General Library. Some of the considerations are the availability of space and funds. Dougherty referred me to Sheila Dowd, a member of his staff. She will forward to me documents pertaining to establishing branch and departmental libraries.) "I have additional appropriations beginning with this fall to increase library services." (The library will set up a user facility where a person can call and have any item searched and forwarded to an office or department. Dougherty suggested that this might help Chicano Studies.)

General Tenor of the Meeting

The conversation was friendly. But it was clear that not much has been done by the library to deliver services to the Chicano Studies Program. There are two problems: One is that Chicano Studies has not presented a clear statement of needs. The other is that the library has not made concerted attempts to serve Chicanos either through, or outside of, the Chicano Studies Program.

Much of the burden for dealing with the Chicano was placed on Susana Hinojosa who works at Moffitt. But it is

not clear that she has a firm grasp of general Chicano needs, much less of specific programs and projects. This shouldn't be surprising, since other, more immediately involved, parties don't seem to know what is going on either. I will interview Hinojosa to hear her story.

We surfaced the issue of retraining Gabachos presently employed by the library to specialize in Chicano materials. I agreed that in principle there is nothing which says that only Chicanos can deal with Chicanos. But I also pointed out that since there is a shortage of Chicanos in the library staff it is very important to train Chicanos in library science and library techniques. I suggested that the library itself might embark on a training program. Such a program could take capable Chicanos to train in library skills. It isn't sufficient to retread Gabacho librarians. The issue is quite simple: you either train Gabachos to know Chicano materials or you train Chicanos to know library techniques. Since there are very few Chicanos presently in librarian positions, I argued that Chicanos should be trained in library techniques. This issue may be especially important because the library appears to be shifting from acquisitions to services. This shift could help to increase the services available to Chicano Studies.

It should be clear that Chicano Studies must make a forceful and eloquent case for library services. Then it must negotiate for funds. The basic strategy should be to state the library requirements of the program. If there is to be any compromise, it should involve the scale of the effort, but

not the principles.

There seems to be no clear procedure for selecting Chicano materials in the General Library. Apparently, the library assigns specific bibliographers to work with individual programs on campus. Programs are categorized according to subject, geography, or language. I suggested that this method of doing things did not appear very elegant. Dougherty agreed. I asked who specifically did the selections for Chicano Studies. There was some hassle over the definition of Chicano Studies. I suggested that he (Dougherty) use the criteria of language, geography, or subject--i.e., Chicano Studies, Southwest/borderlands, and Spanish, especially as the latter is spoken and written in the U.S. Dougherty said that the two people that were doing selections were in English and Romance Languages. We agreed that it was somewhat irrational to have the English bibliographer doing this task, and that the people in Romance Languages might tend to concentrate on the Iberian Penninsula.

Dougherty also mentioned blanket orders as a way of acquiring Chicano materials. But I observed that vendors of blanket orders probably did not have great offerings in Chicano Studies. Dougherty agreed. There was concurrence on the need to work on some of these problems.

****

July 18, 1973

Meeting with José Arce

Coordinator, Chicano Studies Library

Notes

Discussed with José the role which Susana Hinojosa is supposed to play with respect to library services. Hinojosa graduated from the School of Library Science in June of 1972. At that time there was some pressure by Chicanos to make the library more responsive to Chicano needs. Apparently, Hinojosa was hired at least partly as the "Chicana librarian." She is a reference librarian at the Moffitt Library. Presumably, Hinojosa would play an advocacy role within the library on behalf of Chicanos.

She attended various meetings between Chicanos and the University librarian, Dougherty. These meetings originally involved consideration of the Trejo ("Mexican American Information Network") proposal. There was also the expectation that there would be communication between Hinojosa and the Chicano Studies Program, since she was placed in Moffitt at least partly in response to Chicano pressure. However, the working arrangement between Hinojosa and Chicano Studies has been very loose. Apparently, the original understanding was that Hinojosa would meet with the Chicano Studies faculty and staff to assess the acquisitions requirements of Chicano Studies at the undergraduate level. It appears that these meetings have not occurred. It has been suggested that Hinojosa may have been frustrated by this break in communication, or that she might have been just basically unresponsive. Renewed efforts are being made to re-establish adequate communications between Hinojosa and Chicano Studies.

Arce suggested that I talk to Gastón Szokol (specialist in Latin America at the Doe Library) and Solomon Behar (head of Anglo-American acquisitions at Doe). These two people have been involved in conversations with Chicano Studies in the past.

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July 19, 1973

Meeting with Susana Hinojosa

Reference Librarian, Moffitt

Notes

Interviewer: "What services is Moffitt providing specifically for Chicanos?"

S.H.: "Specifically, buying materials. We buy anything (in Chicano Studies) suggested by anyone. We also buy items required by the reserve lists submitted by the faculty. Not too many people have been . . . (requesting materials on Chicano Studies). Also, Moffitt provides two people for the course Bibliography I. I tried to get José to advertise it."

Interviewer: "How do you know what to get?"

S.H.: "We get all on the reserve list, unless it's too long. Students can request items. We buy about nine out of ten items suggested in that way. There is a plan. I'm here, Behar is in the General Library, and José is at the Chicano Library. We were supposed to work together and refer materials to each other. But it hasn't worked out very well."

Interviewer: "Amy reason why it hasn't worked well?"

S.H.: "I've received nothing from Behar. José sent one item. I've sent José one list, however, I haven't heard anything about it. (Susana showed me a memo from Namenwirth to Dougherty which explains a general collection agreement between the General Library, Moffitt, and the Chicano Studies Library.) I just haven't been able to get a hold of Myrtha (Chabrán)."

Interviewer: "You mean it's been a whole year and you haven't

been able to contact her?"

S.H.: "Well, I haven't been trying all the time, but I did try a number of times. I couldn't do anything during the spring."

Interviewer: "Have you compiled a bibliography on the holdings in Moffitt relevant to Chicanos?"

S.H.: "No. We could do that by looking at the catalogue. We should have everything that the Chicano Studies Library now has, except for newspapers and other stuff like that. There is not that much material anyway."

Interviewer: "Is the catalogue easy and efficient to use?"

S.H.: "LC doesn't use the heading of Chicano. In this sense, you have to fish around for items."

Interviewer: "You mentioned faculty reserve lists from Chicano Studies. How many have you received?"

S.H.: "Actually not many."

Interviewer: "Specifically, how many?"

S.H.: "None for the fall quarter (1973). The deadline for the fall quarter lists was last spring quarter."

Interviewer: "How many reserve lists did you get for the spring quarter?"

S.H.: "We got one. I think that it was from Velia García Hancock. But we had a problem with it. I think it was too long. We had much of the stuff already."

Interviewer: "What are your relationships with the Chicano Studies Program?"

S.H.: "I worked with Norma Chapa and when she left Chicano Studies communications were lost with the department."

Interviewer: "What future plans does Moffitt have for meeting the library needs of Chicano Studies?"

S.H.: "I haven't heard them [Chicano Studies] express their needs. The only thing I can do is take classes in Chicano Studies. I'm going to do that during the winter quarter (1974). Maybe the needs can be discovered that way. I've been meaning to talk to Mrs. Chabrán about that."

Interviewer: "Have you been given the specific charge to work with the Chicano Studies Program?"

S.H.: "Yes, I've been given that charge, but not worded that way. (Throughout the conversation this issue came up several times. Earlier, Susana said that working specifically with Chicanos was a part of her duties, or that it could be part of her duties. She also indicated that working with Chicanos is not currently one of her primary duties.) We should get referrals from Chicano Studies (i.e., send students working on projects to her or the library for help). But I haven't received any referrals. I'm here to work with students. That hasn't been done (because students haven't been referred)."

General Tenor of the Meeting

Despite apparent inconsistencies on this subject, the Moffitt people feel that they already have many holdings relevant to Chicanos, and that they are continuing to acquire even more materials. Internally, they give some priority to collecting ethnic materials.

Susana feels that Chicano Studies has basically not communicated its needs to the library. The faculty do not send in reserve lists. Students are not referred to the library where they might be helped on their projects.

Hinojosa believes that Moffitt can acquire many Chicano items if these items are brought to the attention of the library. She also feels that the basic agreements for cooperation between the Chicano Studies Library, the General Library, and Moffitt haven't worked out very well. Basically there has been little or no continued communication and coordination.

There were numerous inconsistencies between this conversation and conversations with Chicano Studies personnel.

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July 24, 1973

Meeting with José Arce

Coordinator, Chicano Studies Library

Notes

I talked with Arce about his "Draft" document of 1972. Asked him if he ever formalized it and sent it to the Chicano Studies faculty. Arce said that he hadn't completed it for a variety of reasons.

I asked Arce if he had any knowledge of a "Chicano Collection" mentioned in a General Library memo of January or February 1973. Arce said that he doesn't think that such a collection existed physically in one location. But he wasn't sure. Needs more investigation.

I also asked Arce if he still feels that the Chicano Studies Library is operating under the collection policies described in the "Draft" and elsewhere (Namenwirth memo brought out by Hinojosa). José said that the answer is no. Those agreements basically delegated the collection of research materials to the Doe Library, material for instruction to Moffitt, and supplemental materials to the Chicano Studies Library. The change in policy, as far as the Chicano Studies Library is concerned, occurred last November when the proposed communication and coordination between the various libraries broke down.

Arce's feeling is that the library network cannot or will not deliver library services to Chicano Studies. While the libraries are very enthusiastic verbally, they fail to deliver the goods. For example, they did not follow through on the communications network. They don't bother coming to the Chi-

cano Studies Library to find out what materials they ought to be acquiring.

There was also a serious incident in which Chicano Studies wanted to subscribe to a newspaper clipping service provided by IIMA. However, no funds were available so Arce sent the IIMA representative to Behar--in the Doe Library--who supposedly purchases Chicano materials. Behar did not subscribe to the service for "lack of funds," but suggested that General Reference Service might subscribe. GRS was interested but would not duplicate the subscription if Bancroft subscribed. GRS also suggested that Moffitt might also properly acquire a second subscription to meet undergraduate needs. When approached, Moffitt agreed that it would be nice to have the subscription, but there was no money available.

As a result of this incident, Chicano Studies people felt that the expressed enthusiasm of the Doe and Moffitt Libraries could not be translated into real purchases. Instead, the following features could be observed:

1. verbal enthusiasm about serving the needs of the Chicano Studies Program
2. bureaucratic shuffling when an actual order is placed
3. declining to order important materials; the general form of the decline is, "It would be something nice to have, but we don't have the money."

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July 25, 1973

Meeting with Robert H. Becker

Chief Librarian, Bancroft

Notes

Interviewer: "What specific library services or materials does the Bancroft Library provide for the Chicano Studies Program?"

R.B.: "We have been collecting what is now called 'ethnic materials' before that term was in vogue. This is nothing new to us. We've always been doing it, at least to the best of our ability.

- "A lot of material has been difficult to obtain. It is a scattered population. We do the best we can. We now have what is called 'protest materials.' We have a graduate student who collects this material. It includes ethnics, ecology, sex, etc. It's ephemeral material for the most part dating post 1960.

"We have a lot of material here on the 'Chicano Movement.' Perhaps it's the largest collection anywhere, with the possible exception of Stanford. We also collect much material about Mexico. We have also purchased material on the Tenant Farmers League. On this we have about 60 roles of microfilm. This organization started out pretty much as a Black operation in the South, but involved Chicanos increasingly as it moved out west."

Interviewer: "Are you providing these materials to Chicano Studies?"

R.B.: "They have the same access as all others on campus. The materials must be used here in Bancroft."

Interviewer: "Do you have any particular Chicano Collection as such?"

R.B.: "Well, it would show in the catalogue (although it wouldn't be located physically in one location) under Mexicans in the U.S. or Mexicans in California, Arizona, etc. We use the Library of Congress cataloguing system. LC doesn't use the term Chicano."

Interviewer: "How useful is the LC subject heading list for cataloguing Chicano materials?"

R.B.: "As good as any I suppose. It isn't that good in general anyway. The only real good way to find out what is in a collection is to examine it." (There was a discussion on whether the LC system differentiates between

Chicano materials to a sufficient degree. For example, can it differentiate between Chicano literature and Chicano history. It seems that the LC system would lump all materials together, according to Becker.)

Interviewer: "Have you modified the LC system here at Bancroft?"

R.B.: "We've modified the hell out of it." (The Bancroft Library has about 175,000 volumes in the Bancroft Collection.)

Interviewer: "How many of these 175,000 volumes would you guess are directly applicable to Chicano Studies?"

R.B.: "A wild guess--this is as wild a guess as I've ever made--is maybe about five thousand volumes."

Interviewer: "Do you have any personnel here at Bancroft who specialize in Chicano Studies materials?"

R.B.: "No. There are people here who speak Spanish."

Interviewer: "How do you determine selections for Chicano materials?"

R.B.: "We get what we can." (Becker gives an example of the recent acquisition by Bancroft of a collection of Mexican pamphlets pertaining to the Porfiriato. He seems to make a fuzzy distinction between Chicano and Mexican materials.)

Interviewer: "But specifically Chicano materials, do you also acquire those materials on the basis of good fortune?"

R.B.: "Yes. We also check with book dealers. We listen to Woodrow Wilson Borah and other members of the faculty. When they bring something to our attention we get it. We have two people on acquisitions. We don't make any specific effort to collect Chicano Studies materials. And I would frown on that (collecting Chicano materials). Otherwise we'd be asked why we don't get materials on Native Americans, Blacks, Chinese, etc. We'd have to get an acquisitions specialist for each one of those areas. But we don't have the necessary resources for that. We are really generalists (here at Bancroft), and we need to be given advice on collections by the experts --like your department--to tell us what to collect. We are both really dependent on each other. We try to consult with people who are more knowledgeable in specific areas. We therefore depend on faculty."

Interviewer: "Is there any formal or informal working arrangement between the Chicano Studies Library or Program and the Bancroft Library?"

R.B.: "We do and we don't. This is a research library. For undergraduate use it is restricted as far as for anyone else. It is restricted to research. We don't allow people to use materials for instructional reading. If you are an undergraduate doing a paper, you would have access to the material."

Interviewer: "Does the Bancroft at present have an interest in developing a research collection on Chicano Studies as such?"

R.B.: "Oh sure. It's been an area of interest to us for a long time. In 1952 we bought an extensive collection of ephemeral materials that Carey McWilliams had collected on Chicanos but also on other groups."

Interviewer: "So what are the difficulties in actually establishing such a research collection?"

R.B.: "It's purely a matter of economics. We can't afford to put a person in a particular place--putting a person on Chicanos--without putting someone else in the other ethnic groups. Our personnel have been frozen. The problem that faces us and you too is receiving information from your Center (Chicano Studies) to enable us to go ahead. So as I said, we depend on faculty and graduate students to help us. Librarians can't be as aware as you are about what you need."

Interviewer: "If you had the money, could you set up a Chicano Studies research collection?"

R.B.: "Oh yes. We'd need money for obtaining the collection and we'd need money for processing materials, i.e. for new personnel."

General Tenor of the Meeting

It appears that, in principle, Becker feels that Bancroft ought to develop a Chicano Studies research collection. There appear to be several practical objections:

1. The dire fiscal situation facing the libraries. Becker mentioned this several times. He does not think that the situation will change in the next three or four years.

Hiring of personnel at Bancroft has been frozen. There are no monies for acquisitions, according to Becker.

2. There is a reluctance to get anything for one ethnic group without also giving the same thing to other ethnic groups. This is a peculiar argument that in its crassest form simply says that we won't give anything to anyone since we can't give everything to everyone. Can't a case be made for selective distribution of resources based on some rational criteria?

Note on money. Becker said that it takes $40.00 to put a single book on the shelf at Bancroft. This does not include the cost of the book. Seems to me that the Chicano Studies Library can beat that figure.

Becker suggested that Chicano Studies set up a bibliographic center where lists of materials relevant to Chicano Studies, and held in the various libraries on campus, could be obtained. This operation would consist of simply bringing together under one roof a diversity of bibliographic materials now found in many locations. The materials themselves, of course, would remain physically where they are now. The Bibcenter would merely act as a clearing house for Chicanos. Duplicate cards of materials currently being processed by campus libraries would be sent routinaly to the Bibcenter to keep information current. In addition, the Bibcenter could advise the various libraries on acquisitions pertaining to Chicano materials.

I pointed out the following weaknesses to this model:

1. A bibliographic list is useful but that does not assure or facilitate putting materials in the hands of the user.

2. There will have to be a considerable investment of man-years of investigation in the current catalogues to create the original bibliographic list. In the long run, however, the updating costs should be nominal.

3. Since Berkeley has some 40 branch libraries, the liason arrangements between Chicano Studies and the various libraries could become very difficult to maintain. This model places a lot of faith on the ability of the campus libraries to keep communications open and to maintain coordination viable. I expressed skepticism that this could be accomplished in the long run.

I countered with an alternative model. Why not house the materials in a separate collection instead of splintering it into 40 different collections. Create a Chicano Studies Library which could assess the relevant holdings in the current libraries but which would develop an explicit Chicano collection. The centralized location of the collection would put materials in the hands of the user much more readily than if the user had to search in 40 libraries.

Secondly, instead of making acquisitions recommendations to 40 different libraries, the centralized library could develop its own consistent acquisitions policy. It could cooperate with the existing library network by recommending that they acquire

specific items that more properly belong in their collections than in Chicano Studies. This would avoid unnecessary duplication, but would also give much needed acquisitions advice to campus libraries--advice which apparently they are not receiving now.

Thirdly, the Chicano Studies Library need not duplicate the technical infra-structure of the current library network. For example, books could be ordered through the General Library.

Fourthly, since Chicano materials cannot be adequately catalogued within the present LC system (and that system is in current use on campus), there is a need to develop a modified LC system to meet the special needs of Chicano Studies. Obviously, the entire Berkeley library system is not about to change, although perhaps it ought to. On the other hand, a centralized Chicano Studies Library could modify the LC system. In fact, this has already been done by the present Chicano Studies Library. It is working quite well and has the capacity to expand greatly.

Becker conceded that it is in fact more rational to establish a separate Chicano Studies collection than to perpetuate a dispersed and ill catalogued system.

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July 26, 1973
Meeting with Solomon Behar
Librarian for the Anglo-American Collections,
Doe Library

Notes

Interviewer: "What formal or informal relations do you have with the Chicano Studies Program or the Chicano Studies Library?"

S.B.: "We've met a number of times with José Arce, both myself and the Moffitt person in charge of acquisitions of Chicano materials (Susana Hinojosa). To avoid duplication we've tried to set up some kind of acquisitions policy between the three groups. In broad terms, we decided that Doe Library would get research oriented materials. (These materials) include basic monographic items of research value. Moffitt is responsible to have undergraduate instructional materials. But that's very general. There is still a lot of over-lap. (Under this policy it) doesn't mean that Doe won't collect a novel, poetry, etc. But in general terms these are the guidelines. The Chicano Studies Library would be oriented toward collecting Movement materials: newspapers, ephemeral publications, etc."

Interviewer: "Has this collection policy worked?"

S.B.: "It seems to. I haven't heard any comments where it might seem to be breaking down--at least from José."

Interviewer: "Have you been communicating with José?"

S.B.: "Yes. I think that Susana Hinojosa has also been in contact with José. I myself have not had much close contack with the Chicano Studies Library, but there was a librarian here--now retired--who was very helpful in setting up the library. (Probably refers to Mrs. Uridge.) José has done quite a bit and I think that they are pretty much autonomous now. Also, on occasion, when I come across materials that I think are useful to Chicano Studies, I forward that material to José or his assistant.

"The other basic area where we have contact is through Mr. Szokol who is responsible to the Ibero-American Collection and works with the Center for Latin American Studies. Just recently Mr. Szokol and I have gotten together with José to include Chicano titles in the Latin American acquisitions list for the Center. Now there is a separate list on Chicanos in the over-all list of library acquisitions that Mr. Szokol sends to the Center for Latin American Studies. I also send titles to Szokol which will be included in the report to the Center for Latin American Studies.

"One other aspect of cooperation is that there is a separate section in the course called Bibliography I oriented toward Chicano Students."

Interviewer: "Who is Noel Peattie?"

S.B.: "Peattie is the Ethnic Studies Librarian at UC Davis. He was interested in 'protest material' which included counter-culture, the new left, etc. I was involved in that project for two years. Actually we sent that material to the Bancroft Library when funds dried up. Much of the material is uncatalogued. There was probably Chicano material as part of the social protest collection."

Interviewer: "What is your official title?"

S.B.: "I am the Librarian for the Anglo-American Collections. On an informal basis I'm the ethnic studies coordinator for ethnic studies materials needed by the library system."

Interviewer: "Does that include all branch libraries and Moffitt?"

S.B.: "Yes, although Moffitt does have its own person for Chicano material."

Interviewer: "What is your acquisitions policy on Chicano Studies materials?"

S.B.: "A lot depends on the state of the budget. But I buy basic current American publications that deal with the Mexican American/Chicano experience. Usually this includes scholarly monographs and literature. To some extent I collect Chicano literature and history anthologies. I pick up substantial journals, largely from Universities. I try to pick up historical items not only on the Chicano, but also on Mexican Americans."

Interviewer: "How do you differentiate between Mexican Americans and Chicanos?"

S.B.: "Mexican Americans are a part of the history--a part of the history of immigration--to the United States. Chicano material is from the last 20 years. It's part of the struggle for self-identification. So I try to pick up studies of the contemporary Movement. There is, of course, an overlap."

Interviewer: "Is there any relationship between your acquisitions policy and the academic program of Chicano Studies?"

S.B.: "Well, my general responsibility is to collect materials in the humanities and the social sciences. So if I run across a title on Mexican education, for example, I would not have authority to purchase it. But I would forward it to the Education Library. Similarly for other areas, for example, Documents, Reference Section, etc."

Interviewer: "In what areas are you specifically authorized to purchase?"

S.B.: "The humanities which includes literature, linguistics, history, philosophy, religion, journalism and the media. Also the social sciences."

Interviewer: "Do the various libraries to which you forward Chicano titles have specialists in Chicano Studies materials so that they know what to get?"

S.B.: "No. It would fall under their general area. But I assume that if the item makes an important contribution they would purchase it. There is considerable overlap here. A book on agriculture, for example, might be picked up by five or six libraries. Hence, this is why there is no centralized location for Chicano Studies materials. Because it depends on the field in which the material is published: Anthropology, Education, Moffitt, etc."

Interviewer: "Are you or is anyone currently developing a core collection for Chicano Studies for instructional purposes?"

S.B.: "Yes. In the sense that there is a Chicano Studies academic and research program on campus and our acquisitions policy reflects that need. In that sense, it is like any other program on campus--no more, no less."

Interviewer: "Has the Chicano Studies Program or faculty articulated in any way what they require?"

S.B.: "Well, we have communicated mainly with José rather than the department itself. In a way, maybe this is the wish of the department: to forward their need through the [Chicano Studies] library which in turn communicates with us. But I would say that I encourage as much contact and communication, not only with the department but with the students, as possible. I consider my role as liason important [because I can be] a trouble shooter for students and faculty who may be having difficulty in using the library, etc.

"I've voiced this willingness on my part, but not many people have come forth. Part of this is undoubtedly my fault. But at any rate, I welcome inquiries and feedback from the department as to how well we are doing."

Interviewer: "What do you think of the idea of centralizing Chicano Studies holdings under one roof?"

S.B.: "This has been discussed off and on, but I think that that would be very difficult."

Interviewer: "Is that true for current or retrospective materials?"

S.B.: "I'm glad you raised that (point) because we have no money for purchasing retrospective materials. Our concentration is almost exclusively current. But last year I was out of funds even for that by April. This year we have even less funds."

Interviewer: "Given that funds were available, would you see any merit in putting all Chicano Studies materials under one roof?"

S.B.: "I would like to see all the Chicano Studies materials in the entire library pulled out and brought together. But pulling them out would interfere with other instructional programs where these materials are a part of their disciplines." [He explains how a historian would want to have Chicano history materials in his/her collection to the extent that those materials are relevant to the historian's area of study.]

General Tenor of the Meeting.

Mr. Behar appears to be quite an affable man, but also quite confused and certainly contradictory when it comes to meeting the library needs of the Chicano Studies Program. He is obviously not articulating closely with the Chicano Studies Program, yet he feels that a Chicano Studies Collection is being developed by the General Library. On the one hand, he suggests that acquisition of Chicano materials is moving forward. But, on the other hand, he states that there are very limited funds for acquisitions. Behar thinks it inadvisable to interfere with other academic programs on campus, but he does not seem to recognize that not providing adequate library services to Chicano Studies is interference with that program. Mr. Szokol is situated next to Mr. Behar. Part of Mr. Szokol's responsibility is to list titles of current University acquisitions which are relevant to the Center

for Latin American Studies. As part of that responsibility, Szokol has just begun to list separately Chicano titles that have come into the library. The first report that segregates Chicano titles just came out. It includes some one or two dozen titles on Chicanos for current University acquisitions of the last three months.

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July 31, 1973

Telephone Conversation with Sheila Dowd

Doe Library

Notes

The conversation concerned my request to Mr. Richard Dougherty that he supply me with any document(s) which set(s) forth the policy by which libraries, including branch and departmental libraries, are established and operated.

Ms. Dowd reported that she could hardly find any documentation on the subject, even though she had checked with both campus administrators and UC offices. The only documentation she has been able to come up with is a draft statement of the regents pertaining to the establishment of campus libraries (see below). She will send me a copy of the document. From Ms. Dowd's comments, it seems that setting up libraries on campus is pretty much a power of the local Chancellor or his designated officers.

I asked Ms. Dowd if the Academic Senate Library Com-

mittee might not have some policies on the matter. She said that she didn't know, and informed me that the current Chairman of the Senate Library Committee is Professor Richard Bridgman of the English Department.

Ms. Dowd also suggested that the archival section of the campus administration might contain relevant information.

Document supplied by the Secretary of the Regents' Office, via Sheila Dowd. Transcript:

March 21, 1962

UNIVERSITY POLICY ON LIBRARIES

3. The President presented for the members' consideration the following draft of a policy statement covering the libraries of the University:

POLICY OF THE UNIVERSITY OF CALIFORNIA ON ITS LIBRARIES

I. a. The principle objective of the University of California libraries will be to support adequately the academic programs of the University.

b. Libraries of the University should continue to be developed as a closely related group of scholarly collections forming a common pool of bibliographic resources.

c. Ways of improving library procedures will be sought in order to facilitate faculty and student access to the collections, and to ensure that a higher proportion of operating budgets is devoted to the purchase of books, periodicals, and other materials.

d. The Donahoe Act of 1961 states "The University may make reasonable provision for the use of its library and research facilities by qualified members of the faculties of other institutions of public higher education in this State."

II. a. There shall be a University Library on each campus which shall comprise all books, periodicals, manuscripts, maps, photo-reproductions, sound recordings and other forms of library material belonging to the University. A University Library shall comprise the General Library of a campus and such other libraries as are, or may be established there.

b. New library units on a campus shall be created only for exceptional and compelling reasons and shall require approval of the Chief Campus Officer.

c. All special libraries existing as parts of organized research units shall be administered as branches of the General Library, except where the type of collection involves special handling and where there exists mutual agreement between the General Library and the research unit. An exception requires approval of the Chief Campus Officer.

III. On each campus there shall be a University Librarian who shall report to the Chief Campus Officer. The University Librarian shall be responsible for the development and management of the University Library. Deviations from this administration pattern must be approved by the President upon recommendation of the Chief Campus Officer.

IV. The Board of Regents has authorized the Academic Senate to advise the President and the Chief Campus Officer concerning the administration of the libraries of the University.

V. a. The Library Council, a statewide administrative committee which includes all University Librarians, serves as a communication medium among the University Libraries on the various campuses.

b. To provide communication among the statewide administration, the Senate, the Chief Campus Officers and University Librarians on Library problems, and to coordinate the use of University Library resources and policies on all campuses to serve the teaching and research needs of both old and new campuses, the President has established an Executive Committee of the Library Council with the following membership:

Vice President of the University, Chairman
Chairman, Statewide Senate Budget Committee
Chairman, Statewide Committee on Educational Policy
University Librarian, Berkeley
(to serve as Secretary in alternate years)
University Librarian, Los Angeles
(to serve as Secretary in alternate years)
University Librarian, Santa Barbara, Riverside, San Diego, or Irvine
(on an annual, rotating basis in the order listed)
University Librarian, Davis, San Francisco, or Santa Cruz
(on an annual, rotating basis in the order listed)

Minutes of the Executive Committee meetings will be trans-

mitted to all members of the Library council and to Chief Campus Officers.

In discussing the proposed policy, President Kerr noted that, while its implementation would be costly, it would afford the University the opportunity to develop the greatest collection of books, periodicals and documents available to any group of faculty in the world. The President also pointed out that, under the new policy, and in accordance with the Master Plan for Higher Education, the University will make its library resources available to all faculty members of all accredited institutions of higher education in California. In general, faculty from other institutions may obtain reference privileges, inter-library loan privileges, and borrowing privileges at the University of California libraries.

The members discussed the standing of the University's libraries as compared with those of other leading institutions, and observed that the policy statement presented by the President represents a most commendable program, which will do much to enhance the quality and quantity of the collections of all campuses.

End of transcript.

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August 2, 1973

Meeting with Richard Bridgman

Chairman, Academic Senate Library Committee

Notes

Interviewer: "What is the general function of the Academic Senate Library Committee?"

R.B.: "We meet regularly--not necessarily every month, but almost that often--usually with a librarian and usually for matters that he outlines: problems, issues, etc. We also originate issues that we discuss with him and his assistants. He listens to our advice and rules the library with our advice in mind. I put it that way to indicate that our committee has no specific powers. Which is to say that we are an advisory committee."

Interviewer: "But he does heed your advice in the majority of instances."

R.B.: "Well, it depends on what heeds means. If heed means to listen, that's one thing."

Interviewer: "Does he listen?"

R.B.: "Yes."

Interviewer: "Does he act on recommendations?"

R.B.: "In the way we suggest?"

Interviewer: "Yes."

R.B.: "Not always. Of course, there is no way to quantify these matters. For example, that he acts on our recommendations 50% of the time. But he regards himself as legally responsible for the operation of the library, and if he thinks that actions are necessary other than our recommendations, he will act accordingly. He is not bound by our judgment."

Interviewer: "Does the Academic Senate have a specific policy regarding the provision of library services to academic programs? For example, in terms of material acquisitions, access to materials, quality and quantity of materials, etc."

R.B.: "There are at least two parts to that point I can see. If you are asking me if the Academic Senate has a position regarding acquisitions quality, I guess the answer would be no. But if you are asking me if in any given year the Academic Senate Committee expresses its judgment of acquisitions, yes. They do; they may."

Interviewer: "In what way? Are there any reports, for example?"

R.B.: "Well, there is an annual report from the Library Committee to the Senate of the Committee's activities. Those are on file in Stephens Hall. If you read these reports for the last ten years or so they are virtually a litany of despair."

Interviewer: "What do you mean?"

R.B.: "I'm not sure how to respond to that because I'm not sure what you want to do with this information . . . You should read the reports and draw your own conclusion. In general, what I mean by a litany of despair is the dire financial situation."

Interviewer: " . . . I'm more interested in the relationship between the faculty and the library."

R.B.: "I'm not aware that that has been put down on paper. For example, there has been an expansion of grad programs --in Southeast Asian Studies, for example--and therefore

within the library there has been an expansion of allocations in that area. But I'm not entirely certain about that because I haven't read the budgets beyond the last two or three years. But I think that is the case. However, I think that a program like that is peculiar because it has private resources to aid it. But the relationship of resources in the past has depended on the relationship between the department or related departments and the library."

Interviewer: "Does the Academic Senate have a specific policy or position regarding the establishment of branch or departmental libraries?"

R.B.: "It's never come up since I've been on the Library Committee. I've been on the Committee for two years, going on three. I do know that, in discussions with the Library staff, there is a general understanding--particularly with the current budgetary constraints--that it would be very unusual to start any new branch library."

Interviewer: "Has the Academic Senate ever considered the library requirements of the Ethnic Studies Department, and specifically of the Chicano Studies Program?"

R.B.: "No. There has never been any input, as far as I know."

Interviewer: "Input in which direction?"

R.B.: "From Chicano Studies. Actually, the Committee already has many problems to handle. So the Committee has never made it a policy to seek out problems. But if a faculty or department addresses us, we would respond. So there might be some problems with the Department of Naval Architecture, but if they don't communicate to us, we won't address ourselves to them."

Interviewer: "But how about the statement that the University will not start new programs without first assessing the adequacy of library resources?"

R.B.: "During the last year or two there has been a form --I think it's prepared by the head of acquisitions--in which anyone who is preparing a program must indicate (a) what resources are available, and (b) what resources will have to be acquired to support the program. As I understand it, this is a developing requirement in order to meet this fiscal emergency. However, we have not been asked to consider any proposal of this nature.

General Tenor of the Meeting

We had a long, rambling discussion which covered much territory that has little to do with the Chicano Studies Library per se. It is clear that Bridgman is experiencing some frustration with the current budgetary crisis facing the library. We debated the issue of organizing a separate Chicano Studies Library. Bridgman's main argument centered on the assumption that the rationale for organizing such a library is convenience to the user and little more. I countered that such convenience is desirable, but certainly not the most important consideration. I pointed out the desirability of economizing through a centralized operation, development of a modified LC cataloguing system, and the desire to separate the issue of library services to Chicano Studies from the current, end-of-all-discussion, fiscal crisis plaguing the campus library network.

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August 9, 1973

Meeting with Roderick Park

Provost, Ethnic Studies and L&S

Notes

Also present at the meeting was Edward Feder, L&S Executive Officer, Budget and Planning.

Interviewer: "Has there ever been an assessment of the library needs of Chicano Studies?"

R.P.: "Not that I know of."

Feder: "Except by the department and regular teaching staff (of Chicano Studies).

(Feder pointed out the independence of the Unit--Chicano Studies--but that the Chicano Studies Library was developed in consultation with the main library. So there has been that kind of communication.) "We have a campus library committee. It gives guidance. They control library facilities. We have a library committee in L&S. When it concerns the development of library facilities for the department, etc., we place the problem before the (L&S) library committee."

Interviewer: "What is the current policy concerning the establishment of departmental and branch libraries?"

Feder: "L&S has a policy. We have an internal policy."

Interviewer: How about for the whole campus?"

Feder: "The policy has been to develop the General Library. This policy comes from the head librarians." (Discussion on this question was rather confused. Feder and the Provost seemed to be confusing L&S policy with campus policy. There was also some confusion as to exactly what or who is on the Campus Library Committee. We finally cleared up the matter when we agreed that the Campus Library Committee referred to by Feder and the Provost is the Senate Committee headed by Professor Bridgman.)

(Provost leaves the meeting.)

Interviewer: "How much budgetary support has Chicano Studies received or is now receiving specifically for library services?"

Feder: "Well, I don't have any notes with me. They've had two people working out there and whatever they spend on acquisitions." (The library money comes from student fee funds for the current year.)

Interviewer: "Do you see a positive correlation between the development of high quality library services and the academic development of the Chicano Studies Program?"

Feder: (Feder was somewhat aggressive in responding to this question. He felt that " . . . with poor library services you couldn't develop a high quality program.")

General Tenor of the Meeting

Although the Provost was late to the meeting and left

early, I spoke with Feder for a couple of hours. We had a long and rambling discussion which involved not only the Chicano Studies Library, but also the Chicano Studies Program in general. My impression is that both Feder and the Provost are supportive of Chicano Studies. Feder especially--since I spoke with him at greater length--appeared very interested in supporting the development of a strong program.

Feder seemed to favor the idea of a centralized Chicano Studies Library. However, his commitment may hinge upon the vigor and clarity with which Chicano Studies articulates its needs. Certainly the Provost should be approached with a negotiable plan for a Chicano Studies Library. Any library proposal must be well articulated and include input from Chicano Studies (faculty and students) as well as outside faculty and/or personnel associated with the campus libraries.

Chicano Studies must take the initiative. First, by continuing to develop the present Chicano Studies Library. Second, by integrating the Chicano Studies Program with the Chicano Studies Library even more so than it does now. Third, by devising a three to five year growth and development plan.

A POSTSCRIPT

During the final writing stages of this investigation, the attached memo reached the Chicano Studies office. Although there is much that could be said about the implications of this memo for Chicano Studies library services, it is perhaps more appropriate to let the reader draw his/her own conclusions based on the findings and recommendations of the preceding report and the substantive decisions that apparently have been made by the Doe Library.

I permit myself the luxury of one suggestion: it should be a fundamental administrative principle of the Chicano Studies Program at the University of California, Berkeley that no monies will be solicited or spent under the specific name of Chicano Studies or the collective name of Ethnic Studies unless Chicano Studies has a principle decision making role in determining how those monies will be solicited and spent. Any other kind of "input" is secondary.

7 September 1973

Ms. Myrtha Chabran
Coordinator, Chicano Studies
3408 Dwinelle Hall
Campus

Dear Ms. Chabran:

It pleases me to inform you that the University of California Library has received a grant of $40,000 from the U.S. Department of Health, Education and Welfare for the purchase of library resources in the field of ethnic studies. In the language of the original grant proposal, the money given will be used "to enable the General Library of the University of California at Berkeley, to develop and enlarge its collection and services in the areas of ethnic studies and multi-lingual research materials (books, tapes, etc.). Materials to be acquired relate to history, culture, literature, sociology and artistic expressions of the American Indian, Mexican-American, Oriental and Afro-American ethnic groups, and include current and retrospective monographs, serials, phonodiscs and microcopies."

Because of its broad coverage, the material purchased on the grant money will not be put together in one location but will be housed in the appropriate General Library unit, depending upon the specific nature of the subject material ordered, e.g., Anthropology, Bancroft, Main Library Stacks, etc. The conditions of the grant preclude items ordered for non-General Library locations, such as departmental libraries.

I look forward to meeting with you to discuss the details of the project and to get the widest possible imput form you regarding materials to be ordered. Please review with your colleagues and student requests that in your collective opinion would enrich the General Library's collections in the field of ethnic studies in all its ramifications. The grant covers only the fiscal year of 1973/74 and the moneys allocated must be spent by the end of that period. Since there is a time limitation , only material immediately available can be purchased, i.e., no not-yet-published items, no out of print material unless listed in a second hand catalog. As I have mentioned above, however, not only book materials can be ordered but back sets and the whole range of audio-visual materials including microtexts, phonograph records, tapes, etc.

As the scope of the grant is so wide, with four teaching departments and many library locations involved, it will not be possible to establish separate funds for the various ethnic studies units; only one allocation will be used. As librarian for the ethnic studies collection, I have been designated as the coordinator for the spending and reporting of the grant monies,

seeing that funds are distributed in a just and equitable manner and that requests confirm to the conditions of the grant. Though the librarians of the General Library have been given authority to select material in the field of ethnic studies for their respective locations, please be assured that faculty and student requests and needs will be given the fullest possible consideration.

With that purpose in mind, I hope to hear from you at your earliest convenience. I can be reached at the Collection Development Office in room 346 Library Annex or by phone at extention 20956.

Sincerely yours,

Sol Behar

Sol Behar
Collection Development

SB/skr

August 13, 1973

To: Marion Murdoch
From: Richard Larson

Subject: Expenditure during 1973/1974 of General Library Account "HEW--Ethnic Studies"

The funds in this account ($40,000) were granted by the College Library Resources Program (Higher Education Act of 1965, Title II-A) on the basis of an application for collection-development support for resources in the fields of ethnic studies (current and retrospective monographs, serials, phonodiscs, maps, and microcopies). In the application the proposed expenditure of the grant was projected as follows:

AGRICULTURE: Nutrition, agricultural economics related to ethnic minorities	$1,700
ANTHROPOLOGY: Social and political anthropology of American Indians, Negroes, Orientals, and Spanish-surnamed Americans; linguistics; folklore; ethnography; ethnology	2,552
BANCROFT COLLECTION: Western Americana relevant to ethnic studies	6,804
EDUCATION/PSYCHOLOGY: Educational and psychological aspects of ethnic studies	2,720
ENVIRONMENTAL DESIGN: Urban design and planning	5,104
GENERAL REFERENCE:	1,560
GOVERNMENT DOCUMENTS:	852
GRADUATE SOCIAL SCIENCES: Criminology, social welfare, labor, industrial relations	6,804
LOAN STACK: Literature, language, history, theater, film, art, communication, journalism, religion, geography, transportation as related to ethnic studies	8,504
MUSIC: American music of the ethnic minorities	1,700
PUBLIC HEALTH: Sanitation, health problems related to ethnic studies	1,700
	$40,000

Rather than establish separate funds, however, it has been decided to retain a single allocation. Since the proposed expenditure does not exclude other programs, all General Library units will be asked to send requests to the project coordinator, Mr. Behar, Collection Development Office. Mr. Behar will review the requests for appropriateness of subject and of distribution among the various units, and he will approve them before forwarding them to the Acquisition Department for order. Mr. Behar will also prepare the evaluation of the project by 31 July 1974.

cc: R.M. Dougherty
S.M. Namenwirth
J.A. Rosenthal
S. Behar

. . . y el que corre se cae de panza.

--Dicho Mechicano